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ABSTRACT

Designed to expand the scope of the inservice reading program to help parents understand the whole language reading strategies used to remediate students, a practicum conducted a parent survey, carried out parent training sessions, and evaluated the program's success. The practicum focused on 323 parent participants from five Chapter 1 elementary school districts (schools with large numbers of low-income, educationally deprived students). A parent survey and needs assessment were conducted, after which the writer developed and facilitated inservice whole language reading training sessions which focused on helping parents better understand whole language listening, speaking, reading, and writing strategies. Evaluation indicated that parent understanding of these strategies increased overall 87% for whole language writing strategies and 95% for whole language reading strategies, with 94% of the parent participants rating the inservice program excellent. (Five tables of data are included. Twenty references and 12 appendixes including survey instruments, needs assessment test data, a parent inservice overview, and read-aloud picture book suggestions, conclude the report.) (SR)

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PRACTICUM REPORT

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Developing Parent Inservice
Training in the Whole Language Approach
for Remediating Elementary Chapter I
Students

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NOVA UNIVERSITY

Developing Parent Inservice Training in the Whole Language Approach for Remediating Elementary Chapter I Students

by

Robert Allen

Cluster 25

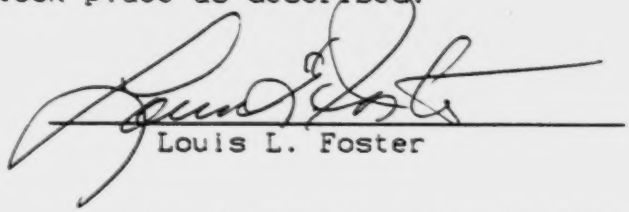
A Practicum I Report to the Ed.D. Program
in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1988

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: 

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This practicum report was submitted by Robert Allen under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Jan. 14, 1989
Date of Final Approval of Report

Muriel L. Lundy
Muriel Lundy, Ed.D., Adviser

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ABSTRACT

Developing a Chapter I Elementary Reading Program to Help Parents Understand the Whole Language Approach. Allen, R., 1988: Practicum Report, Nova University Ed.D. Program in Early Childhood.
Descriptors: Reading Inservice / Parent Involvement / Elementary School / Reading Skills / Reading Remediation / Teaching Methods / Children Literature / Reading Improvement / Program Development / Inservice Educational Reading Research.

This practicum was designed to expand the scope of the inservice reading program to address the lack of parent understanding of the whole language reading strategies that are used to remediate students. A second aim was to acquaint and assist parents with remediation of educationally deprived elementary school aged children from six to twelve years of age by using whole language reading strategies.

The writer conducted a parent survey and needs assessment. The writer also developed and facilitated inservice whole language reading training sessions which focused on helping parents better understand whole language listening, speaking, reading, and writing strategies. The writer supervised and maintained the program. The writer also developed and maintained an evaluation component.

A summary of the final parent survey results revealed that all of the 323 parent participants' understanding of whole language listening strategies increased above the predicted 75% outcome by 23%, with an overall increase of 93%. The parents understanding of whole language speaking strategies reflected a 24% increase above the 75% predicted outcome and a 92% increase overall. Results for the parents' understanding of whole language reading strategies reflected a 60% increase and a 95% increase overall. The results for the parents understanding of whole language writing strategies revealed a 98% level of understanding with an overall increase of 87%. The majority (94%) of the parent respondents rated the inservice program excellent, and a 6% rating of good overall.

CHAPTER I

INTRODUCTION

Description of Community

Chapter I is part of the largest federal aid-to-education program in our country's history. The funds support activities which meet the needs of educationally deprived children in schools with relatively large numbers of children from low income families.

The involvement of the parents of Chapter I children in Chapter I activities in the County takes place at two levels: District and local school level. Each level provides a different kind of experience for parents to become involved in the planning, implementation, and evaluation of the Chapter I program.

There are, at present, forty-eight (48) public elementary schools in the County identified as qualifying for the Chapter I program. If a school has 25 percent or more of its population eligible for free or reduced lunches, it is identified as a Chapter I site.

The sites chosen for this practicum are five Chapter I elementary schools located in the north,

south, east, and west quadrants and the inner-city section of the district.

Four of the school sites are located in predominately white low and middle income communities. The fifth school site is located in a predominately black inner-city low income neighborhood.

The focus of this practicum is to help the parents understand the whole language reading approach in an effort to enhance the reading component of the Chapter I program.

The following five (5) practicum elementary school sites, including their Chapter I student reading populations as of October 23, 1987 are:

1. School A with a population of 137 students.
2. School B with a population of 77 students.
3. School C with a population of 72 students.
4. School D with a population of 64 students.
5. School E with a population of 56 students.

Students in grades 1, 2, and 4 are eligible for services if their total reading score on the comprehensive test is at the 35th percentile or lower. Eligible students receive supplementary help in reading for 40 minutes each day, up to five days per week. Classroom teachers provide prescriptions for needed remediation, which the Chapter I reading teachers carry out and enhance.

The whole language approach to reading, which integrates the Language processes: listening, speaking, reading and writing are utilized by Chapter I teachers in a limited pull-out model to remediate reading skills.

The Chapter I program in the County's eligible public schools provide help for educationally deprived children who are behind their age and grade-level peers in one or more basic skills. To narrow the educational gap, the Chapter I reading program utilized the tutorial services of reading teachers, books, materials, and parents working with their children at home.

The total population of the school district is 606,849. The percentage of students in the district coming from $10,000 income families is 28.79 percent. The total district's enrollment is 112,774 students with approximately 3,000 qualifying for the Chapter I reading. The racial and ethnic composition of the student body is 63 percent white, 24.5 percent black and 9.2 percent other.

There is a total of 83 reading teachers in the district's Chapter I program.

Chapter I teachers are all degreed and must be state certified, and have a minimum of three years

successful classroom experience. A majority has more than seven years of elementary experience.

Author's Work Setting and Role

The writer's primary responsibility as a Chapter I district resource teacher is to support the Chapter I program consultants in the implementation of the district Chapter I program. The job assignments include, but is not limited to, visiting four Chapter I public schools and four neglected and/or delinquent centers to assist Chapter I reading teachers and tutorial aides. This practicum writer monitor program compliance, plan and interface with other elementary resource teachers, provide consistency in the curriculum, and serve as a communication link between the program consultants and the schools.

The writer's secondary role as a district-level resource teacher is to coordinate the activities of the Chapter I parenting program. The responsibility includes planning with teachers, individual principals, and Chapter I students to enable parents to take a more active part in the education of their children.

The parenting job responsibilities include, but are not limited to promoting parent/community participation at the district and local school level,

disseminating information about the County's Chapter I program, and ensuring that the program meets federal requirements of parental consultation in the planning, implementation, and evaluation of the program.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

For the past three years the County's Chapter I program has been utilizing the whole language approach to remediate reading.

The whole language reading process is a relatively new concept to the district and initially not fully understood or accepted by many classroom teachers, principals and parents of Chapter I children.

The Chapter I program has developed a comprehensive staff development program utilizing many nationally prominent educators selected for their expertise to provide extensive whole language inservice for teachers and principals. Unfortunately, there were no significant provisions designed to inservice parents.

At present the parents are provided with only an initial orientation overview at local school open houses about the general services provided by the program, which usually includes a small introduction to the whole language process.

The attendance at the parent orientation meetings are generally low and the parents who do attend, usually go away confused about the whole language process and how it is being used by Chapter I teachers to remediate their children's skills.

Many Chapter I parents have voiced their concerns at the district and local school levels for inservice training programs to help them better understand the whole language reading approach and their need for guidance and whole language strategies so that they can provide additional enhancement of reading skills for their children at home.

The development of an effective whole language parent inservice program has enhanced the reading success of the children served by the Chapter I program. The program has restored confidence and participation among the parents.

The whole language parent inservice program has provided parents with the necessary backgrounds, training, support, and strategies for parents to work with Chapter I reading teachers to extend classroom learning experiences for their children at home.

The parents were provided with extensive explorations of language, literature, and ideas to enhance reading in the family setting. The parents assisted at home by creating a learning environment

that extended reading and writing as a tool that helped the children become active participants in their own learning.

A library of whole language information literature and materials were made available to parents for check-out.

The students have become better readers and the parents have become firmly committed to the concept of the whole language approach to reading. They understand the process and utilize strategies to involve the children in the best available model of language and literature and then emphasize their participation in other forms of expression including speaking, illustrating, creating, writing, and dramatizing.

Briefly stated then, the problem was that there were no provisions in the County's Chapter I inservice program to address the lack of parent understanding of the whole language reading strategies used to remediate students.

Problem Documentation

For the purpose of this practicum, the writer developed a telephone survey and needs assessment with

the assistance of the testing and program evaluator for the Chapter I program (see Appendix A).

The writer randomly sampled 20 Chapter I parents from each of the five (5) selected practicum schools. The parent's children are currently being served in reading.

The Chapter I program for the County must meet federal requirements of parental consultation in planning, implementing and evaluation of the program. At the local school level, parents participate in a variety of Chapter I activities such as surveying of the community for suggestions of parental involvement and program improvement. On a biannual basis, a district parent advisory council meeting is held to discuss the evaluation design of the County's Chapter I program, review the evaluation results of the most recent school year, and gather parental input for planning the upcoming grant.

The district advisory council is made up of one (1) Chapter I parent representative and an alternate from each of the 48 Chapter I schools in the district. A general invitation in the form of a public announcement flyer is sent home to all parents of Chapter I children served by the program. The district advisory council meetings are held in the fall and spring of each school year.

The last general parent meeting was held on May 28, 1987. The parents and district staff were given an opportunity to review the following results of a parent survey (see Appendix B) mailed out earlier that month by the Chapter I program evaluator.

At the May 28 parent district advisory meeting, the parent attendance record reflected a total of ten (10) Chapter I schools out of 48 represented. There were a total of 5,000 invitations sent home to parents. There were a total of 12 parents in attendance.

The minutes (see Appendix C) reflected that the parents were given an opportunity at the end of the meeting to provide suggestions and recommendations by completing an additional parent survey (see Appendix D).

The needs assessment testing data in Appendix E reflect the results of the student's norm reference testing by the County and the students who fell below the norm or criterion in reading using the California Test of Basic Skills (CTBS), Form U Level.

The testing data was compiled from student results of spring reading scores from the County's 72 elementary schools, 19 middle schools, and 10 senior high schools.

Eligible students in first grade are identified by recommendation on the Primary Education Plan (PREP)

screening (See Appendix F) form in Preventive Strategies and Chapter I Reading Behavioral Checklist (see Appendix G) in the fall of the school year.

Repeating first graders, and any second and fourth graders are eligible for Chapter I reading services if their total reading score falls at or below the 35th percentile for the 1987-88 school year. See Appendix H for a more detailed description of the ECIA Chapter I basic reading program description.

Causative Analysis

There were an insufficient range of Chapter I whole language reading inservice training programs and materials for parents to assist in addressing the reading needs of their children.

Whole language programs needed to be developed that provide for collaboration between parents, teachers, and experts to help pupils become aware of how they can learn to read using the whole language approach.

Parents were reluctant to participate in their children's Chapter I whole language reading program because they were not sure whether they were qualified to play an active role. Many parents have experienced great frustration in attempting to obtain appropriate

whole language information and strategies to help their children. Reading teachers who have had difficult experiences with demanding parents preferred to avoid working with them.

Many of the Chapter I reading teachers viewed parents' participation as a legal requirement, and did not see parents as equal partners in the whole language reading process.

The Related Literature

A review of the literature revealed a number of methods and strategies which were beneficial in improving the problem.

Goodman (1986) suggested that parents, teachers and students work together in order for the whole language process to be successful. The whole language approach is a knowledge based process that can be easily mastered by parents. Teachers utilized the language experiences of the children to motivate reading growth as well as increase their self-concepts. The parents were given opportunities to have regularly scheduled school visits to observe their children and discuss the curriculum. The positive climate created by this approach developed an atmosphere of mutual

respect because of the contributions they made toward helping children learn.

Meek (1982) suggested the collaborative efforts between the parents and school experts to meet the child's reading needs. Parents were somewhat hesitant in their attempts to help their children because they were not sure of the correct approaches that should be used. The teachers were reluctant to accept the parents help because they felt that they could not appropriately master and implement specialized teaching methods. This attitude created an atmosphere ot anxiety on the part of the parents to get involved. Many schools communicated to parents that only the experts should take on the responsibility of teaching children to read.

Becher (1985) suggested that the schools provide parents with the proper guidance and support to help acquire the techniques necessary to help children become better readers. Parental involvement in providing extra reading instruction for the children at home promoted better attitudes and increased test scores in reading.

Vukelich (1984) suggested that teachers no longer discouraged the parent's assistance with the teaching of reading to their children. Many educators felt that parents planned an essential role in teaching their

children to read before and after the child receives formal reading instruction at school.

Sommerfield, Torbe, and Ward (1985) suggested that the school become an advisor to help instruct parents about the best ways to help their children read. The instruction for parents should began during the stages of the child's early reading development. This early intervention allowed the parents to be consistent with the school in providing appropriate methods and levels of instruction for children.

McCracken and McCracken (1986) suggested that parents were hesitant to take on the responsibility of teaching reading to their children. Many parents felt reluctant to get involved, and as a result, worried about whether the teaching methods were appropriate. The children went to school initially already knowing how to speak from informal lessons taught by the parents. The speech emerged naturally as the children experienced the language. This same natural process holds true for reading as well.

Sittig (1982) described how a local elementary school in the Washington, D.C. area participated in a two week long reading project. The project promoted reading as an enjoyable family experience. The parents were provided with literature and suggestions of ways they could share daily reading activities with their

children. The families were given opportunities to win free books upon the project's conclusion. The parents evidenced their satisfaction of the project by suggesting that the two week duration be extended.

Trelease (1985) encouraged the cooperation and collaborative efforts of parents and teachers in sharing rich, positive learning experiences with children. Successful teachers welcomed parental support, guidance and involvement in the education of their children.

Lautenschlager and Hertz (1984) solicited the assistance of school reading experts to provide volunteer time toward the institution of a reading workshop program for parents of preschool children. The program focused on ways the parents could provide positive and inexpensive reading experiences with emphasis on reading aloud to their children. The program was successful because it provided opportunities to answer parent questions and discussion of home reading experiences. Evaluation of the program by the parents indicated high interest towards the program's continuation. The enthusiasm of the parents motivated the district to increase ways to involve parents in the reading development of their children.

Criscuolo (1979) suggested that parents were not satisfied with feedback from school nor parent

involvement opportunities that schools provided for them to help their children at home. The parents were afforded a variety of ways to become involved. Activities that proved to be successful were: (a) regularly scheduled news tips and ideas to encourage reading at home, (b) providing opportunities for parents to discuss and create reading activities during and after school, (c) increase parent involvement and attendance by student participation, and (d) providing parent and student materials.

Raim (1980) suggested an inner-city parent tutorial reading club program where English and Spanish speaking parents were invited to meet with administrators and teachers to receive reading materials and instruction concerning their use at home with their children. The focus of the program was to increase elementary test scores and motivate the enjoyment of reading. The program results after a year of the parents working with the children reported higher test scores, improved parent skills, and increased self esteem for both parents and children. The program showed that parents with little or limited reading skills could become valuable assets through reading programs that offer parents opportunities to acquire new skills, and help children become successful readers.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals

The general practicum goal emphasis for the target practicum schools was to increase the Chapter I parents' understanding of the whole language reading program and their important role in it.

The following goals were projected for this practicum and included: (a) the development and implementation of an inservice program at the target schools that acquainted and assisted Chapter I parents with utilizing whole language reading strategies with their children, (b) to familiarize parents with the whole language instructional materials used in the Chapter I reading program, (c) to gain a better understanding of the methodologies used with their children, (d) to provide opportunities for parents, students, and teacher communication, and (e) interaction with developing learning materials to be used at home.

Behavioral Expectations

The following specific objectives were projected for this practicum:

Objective One: Seventy-five percent of the participants will be able to understand the use of the whole language listening strategies used by Chapter I teachers to remediate students as measured by a comparison of the initial parent survey results for questions one and two and the final parent survey results for questions one and two (see Appendix I) by answering "yes" to questions one and two on the final parent survey.

Objective Two: Seventy-five percent of the participants will be able to understand the use of whole language speaking strategies used by Chapter I teachers to remediate students as measured by a comparison of the initial parent-survey results for questions three and four and the final parent survey results for questions three and four (see Appendix I) by answering "yes" to questions three and four on the final parent survey.

Objective Three: Seventy-five percent of the participants will be able to understand the use of

whole language reading strategies used by Chapter I teachers to remediate students as measured by a comparison of the initial parent survey results for questions five through eight compared to the final parent survey results for questions five through eight (see Appendix I) by answering "yes" to questions five through eight in the final parent survey.

Objective Four: Seventy-five percent of the participants will be able to understand the use of whole language writing strategies used by Chapter I teachers to remediate students as measured by a comparison of the initial parent survey results for questions nine through eleven (see Appendix I) by answering "yes" to questions nine through eleven on the final parent survey.

Evaluation Instruments

The instruments used to evaluate the practicum goals and objectives were:

1. An Initial Parent Survey, (see Appendix I) consisting of eleven "yes" or "no" questions and comments that were designed to measure how well the parents understood whole language reading strategies and as a basis for planning

and organizing of materials for the inservice training sessions.

2. A Final Parent Survey, (see Appendix I) consisting of eleven similar questions for the parents to respond to with "yes" or "no", and a place for comments. This survey was compared to the initial parent survey to see how well the parents understood whole language reading strategies after participating in the whole language inservice training program.
3. A Parent Inservice Evaluation Form, (see Appendix J) consisting of ten questions that were scaled (1) excellent, (2) good, (3) fair, (4) poor, and a place for comments was used to rate the goals and objectives of the whole language inservice training program.

The first objective was measured by the initial parent survey results for questions one and two that were compared to the final parent survey results for questions two and three in Appendix I.

The second objective was measured by the initial parent survey results for questions three and four that were compared to the final parent survey results for questions three and four in Appendix I.

The third objective was measured by the initial parent survey results for questions five through eight

that were compared to the final parent survey results for questions five through eight in Appendix I.

The fourth and final objective was measured by the initial parent survey results for questions nine through eleven that were compared to the final parent survey results for questions nine through eleven in Appendix I.

The writer utilized a number of approaches to teach whole language strategies to parents. It was anticipated that one particular strategy might be more successful than another. Therefore, the practicum writer provided the parent evaluation (see Appendix J) of the strategies used for each session. This allowed the practicum writer to avoid strategies which were not successful, while concentrating on those strategies which met with the greatest success.

In order to accommodate unexpected events, the writer kept a weekly log (see Appendix K) for each practicum school participating in the inservice sessions. The log contained a summary of the successes and failures which occurred during the week, as well as any student, parent or teacher concerns regarding each session. The logs were reviewed each week in an effort to ensure that all parent inservice training sessions were progressing appropriately.

This writer's plan for analyzing the results for the first objective were based on 75 percent of the participants indicating their understanding of whole language listening strategies used by Chapter I teachers to remediate students by answering "yes" to questions one and two on the final parent survey.

The results were analyzed for the second specific objective based on 75 percent of the participants indicating their understanding of whole language speaking strategies used by Chapter I teachers to remediate students by answering "yes" to questions three and four on the final parent survey.

The results for the third specific objective were analyzed based on 75 percent of the participants indicating their understanding of whole language reading strategies used by Chapter I teachers to remediate students by answering "yes" to questions five through eight on the final parent survey.

The plans for analyzing the results of the fourth and final specific objective were based on 75 percent of the participants indicating their understanding of the whole language writing strategies used by Chapter I teachers to remediate students by answering "yes" to questions nine through eleven on the final parent survey.

The results from the initial and final surveys in Appendix I were compared, summmarized, and developed into a final report.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Children enjoy success and sincere fondness for reading when the parents and teachers cooperatively collaborate to share rich learning experiences. The students were helped to understand that reading is fun (Trelease, 1985).

Becher (1985) suggested that the research showed that teachers who encourage parents to read to children was the most effective way to improve reading progress and interest. The research indicated high levels of reading development in homes with a variety of reading experiences. Teachers provided parents with a number of beneficial strategies to help eliminate the idea that teaching children to read should only be left up to the schools.

Meek (1982) suggested that the child be taught by the whole language reading approach during the early stages of reading development. The child should be provided with a positive image of himself as a successful reader. The teacher and parents were responsible for establishing a good reading environment

with materials that the child enjoys, and should also give support and guidance.

Meek (1982) suggested that young children, during the early stages of reading development, use behavior approximation as a means of learning. The students try to imitate the behaviors of adults. The children enjoy success when they were able to communicate and understand print. The parents and teachers' roles were to provide support and assistance related to the children's abilities and developmental reading needs.

Siders and Sledjesti (1978) suggested that parents act as reading role models for children. Children tend to have a better appreciation for reading and exhibit increased skill levels from homes where parents model reading.

Hewison and Tizard (1980) suggested that teachers support the efforts of parents who read to their children frequently by providing appropriate reference materials, activities and guidance that benefits the children's reading progress.

Newman (1985) suggested that we observe children to help us understand how they learn. The observations were used to develop effective ways to provide appropriate instructional programs to meet their special learning needs.

McCracken and McCracken (1986) suggested that language growth takes place as the child continually approximates and experiences the use of the language. The child's sophistication of the language increased naturally as the child learns to manipulate and imitate the language models of his environment.

McCracken and McCracken (1986) suggested that children be immersed in speech in order to develop speaking and listening skills. This was a natural process that takes place through language use, just as learning to read and write is the result of the child being immersed in an environment of print. The children were given plenty of opportunities to practice and experience the language in a variety of ways.

Goodman (1986) discussed the risks that were involved as the child learns the language. The child developed the language through individual and group interaction that involved constant evaluation of language use within the child's environment.

Shapiro and Dolron (1987) suggested the following criteria to ensure a positive reading atmosphere for the child which involved the cooperation of parents and teachers. Shapiro and Dolron (1987) suggested that language acquisition resulted from the language experiences of direct instruction and group collaboration. The children were provided with a

variety of language experiences other than textural print. The children were given the opportunity to explore the fullness of the language. The children were presented with an integrated view of how the language is used. The home and school provided encouragement through a risk free environment where the children were allowed to share input about materials to help enhance their learning. The schools realized how important the roles parents play in shortening the literacy gap between home and school.

Description of Selected Solutions

Beyond the required annual Chapter I meetings, this writer selected to offer the parents legitimate parent inservice reading programs that included a variety of whole language training opportunities for parents to work with schools, teachers, and their children at home.

This writer selected to provide parents with a successful program that emphasized the importance of parent involvement in the reading process. Specifically, a reading program suggested by Burgess (1982), who emphasized written and oral communication to parents concerning planned regularly scheduled inservice training programs. Secondly, parents were

provided with opportunities to discuss concerns individually or collectively. Finally, parents were provided with materials and ideas to help them better understand the focus and scope of the program.

This writer selected to provide the parents a whole language reading inservice training program that involved children and materials.

The methods and strategies were selected to provide the parents with the skills to stimulate participation in their child's reading program. They were provided with activities that included practical and effective ways to involve parents in the reading programs. The interaction between the home and school helped parents help their children become better readers, as well as let parents know that the schools are fulfilling a commitment to provide the best possible reading program for their children.

The program activities included: (1) tutoring of children, (b) reading stories, (c) making learning materials, and (d) reinforcing basic reading skills. Parents were given the opportunity to participate in open house programs, parent-teacher conferences, and classroom visitations to actively observe reading strategies used by the teachers.

The program solution selected provided opportunities for communication among parents. Issues

and concerns were shared. Parents were able to ask questions about the reading services provided to their children and the manner in which they are presented.

Report of Action Taken

The first step of the implementation of the solution strategy was to review the Chapter I parent surveys to determine specific needs expressed by the parents and consruct a summary report. The second step involved planning meetings with the target practicum school site principals, Chapter I reading teachers, and librarians to discuss (a) the goals and objectives of the program, (b) needs expressed by the parents, (c) scheduled training dates, (d) assistance with implementation, and (e) suggestions for reading activities based on the skill needs of the students.

The third step included: (a) planning reading activities based on the input of parent surveys and school staff, (b) prioritizing parent and student needs based on that input, and (c) developing a variety of materials and activities that met the needs of the parents as well as the children.

The fourth step included the development of agenda objective topics for sessions one and two to encourage the parents to attend. The writer sent agendas

announcing training dates and times to all the Chapter I reading students to carry home to parents. The agendas included a brief description of the goals and objectives. A reply was requested to be sent back to the school's Chapter I reading teacher (see Appendix L). The Chapter I reading students were encouraged to write invitation letters to their parents.

The assistance of the local newspapers and radio stations to advertise the inservice programs were solicited. Agendas with dates and times of the program sessions were placed in nearby shopping centers and libraries (see Appendix L).

Finally, attempts were made to contact all of the parents of children served in the Chapter I reading program by phone at each practicum school site. The purpose of the phone calls were to remind and confirm the parents' commitment to attend.

The following definition was discussed at each inservice workshop to help parents understand the whole language reading approach, and the strategies involved: In the whole language approach the child experiences a variety of language activities that include listening, speaking, reading, and writing. The whole language approach addresses the individual needs of each child, while allowing the child to participate and share in the language environment. Children begin their reading

experiences with large units of meaning. They move from experiencing and responding to each literature selection as a whole, to looking at specific sentences, words, and letters. Children encounter new words and sentence structures in the meaningful context of stories and poems before dealing with them in isolation.

The parents were provided with ideas, activities, and a variety of ways they can use whole language strategies to help their children become better readers (see Appendix L).

The parents received (a) packets of ideas for sharing reading activities in the home, (b) a review of recent research on reading at home with children, (c) a list of suggested family reading activities, and (d) a list of recommended children's books and tips for parents (see Appendix L).

The sixth and final step focused on the evaluation of the inservice program by the parents. The parent input helped the writer evaluate the inservice program's effectiveness and detrmine troublesome areas as well as future directions.

Initial and final parent surveys were provided for the parents and used as an evaluation tool in determining whether the objectives had been met.

The whole language inservice program implementation was over a twelve (12) week period. The parents participated in two scheduled two-hour inservice training sessions at the five (5) targeted practicum school sites.

The first week was devoted to (a) developing a list of eligible Chapter I parents to participate in the program, (b) reviewing the initial parent surveys, (c) discussing the goals and objectives with school staff, and (d) soliciting school support.

The second week was devoted to scheduling and advertising. Plans were made to (a) utilize the local community school sites to conduct the inservice workshops, (b) prepare letters and flyers to be sent home to parents, and (c) contact the local media and parents by phone.

Weeks three and four were devoted to developing parent materials and activities for parents and students. Suggestions and recommendations were acquired from the Chapter I reading teachers to develop materials centered around specific skills.

Week five was devoted to conducting inservice workshops at D and E practicum schools.

Week six was devoted to conducting inservice workshops at C and B schools.

Week seven was devoted to conducting an inservice workshop at school A, which is the largest populated school site with Chapter I reading students.

Week eight was devoted to conducting the final workshop sessions at E and D schools.

Week nine was devoted to conducting final inservice workshop sessions at C and B schools.

Week ten was devoted to conducting the final inservice workshop session at School A.

Week eleven was devoted to mailing thank-you notes and certificates of participation to the practicum parent participants who attended both scheduled inservice reading workshops.

The parents were mailed a copy of the final summary report.

Due to the individual learning styles of the parents who participated in the training sessions, a variety of whole language activities were introduced. During the training sessions, this practicum writer strived to maintain a positive atmosphere with plenty of rich learning experiences and encouragement to accommodate the parents who did not have good reading backgrounds. The parents were encouraged to interact with the practicm writer as well as each other.

This practicum writer demonstrated three whole language reading activities for each whole language

reading strategy presented at each session. The parents were urged to ask questions at any time during the session for a better explanation to help them understand each strategy.

In conjunction with the whole language strategies presented, the practicum writer covered topics that included: (a) a literate home environment (b) reading to and with children (c) independent reading (d) students as writers and authors, and (e) parent involvement.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

The results obtained reflect the projected outcome of the four objectives of this practicum discussed in Chapter III.

Objective One results were measured based on the parent participant's indication of their understanding of whole language listening strategies that are used to remediate students.

The data for this objective was analyzed from comparing the results of questions one and two on the initial parent survey to the results of questions one and two from the final parent survey in Appendix I.

Table 1 summarizes the total percentage of 323 parent inservice training participants who indicated their understanding of the whole language strategies from practicum schools A, B, C, D and E.

Table 1.

Whole Language Listening Strategies Survey Results

Item	Initial Responses Yes	No	%	Final Responses Yes	No	%	Total % Understanding
1	11	312	3%	321	2	1%	99%
2	6	317	2%	320	3	1%	99%
Combined Results:	17	306	5%	318	5	2%	98%

Result percentages are rounded off.

The results from Table 1 reflect that the majority (99%) of the parents surpassed the predicted outcome of 75% for objective one based on the data collected from survey questions one and two. The parents were asked to complete the initial parent survey at the first training session and the final parent survey at the end of the second and last training sessions for each practicum school.

Table 1 also summarizes the combined results of 98% understanding indicated by the parents for both questions one and two. The results represented a 23% increase from the predicted 75% and a 93% increase overall.

Objective two results were measured based on the parent participant's indication of their understanding of whole language speaking strategies used to remediate students.

The data for this objective was analyzed by comparing the results for questions three and four on the initial and final parent surveys in Appendix I.

Table 2 summarizes the results of 323 parent inservice training participants who indicated their understanding of whole language speaking strategies from practicum schools A, B, C, D and E.

Table 2.

Whole Language Speaking Strategies Survey Results

Item	Initial Response Yes	No	%	Final Response Yes	No	%	Total % Understanding
3	11	312	3%	320	3	1%	99%
4	9	314	3%	321	2	1%	99%
Combined Results:	20	303	6%	318	5	2%	98%

Result percentages are rounded off.

The results from Table 2 reflect that the majority (99%) of the parents surpassed the predicted outcome of

75% for both items three and four for objective two by 24%.

Table 2 also summarizes the combined results of 98% understanding represented by the parents for questions three and four which resulted in a 92% increase overall.

Objective three results are represented in Table 3. The results were based on the parent participants indication of their understanding of whole language reading stratgies used to remediate students.

The results for objective three were analyzed by comparing the results from questions five, six, seven and eight from the initial and final parent surveys in Appendix I.

Table 3 summarizes the results of 323 parent inservice training participants who indicated their understanding of whole language reading strategies from practicum schools A, B, C, D and E.

Table 3.

Whole Language Reading Strategies Survey Results

Item	Initial Responses Yes	No	%	Final Responses Yes	No	%	Total % Understanding
5	29	294	9%	322	1	3%	99.7%
6	36	287	11%	320	3	1%	99%
7	19	304	6%	314	9	3%	97%
8	28	295	9%	320	3	1%	99%
Combined Results:							
	112	211	35%	307	16	5.3%	95%

Result percentages are rounded off.

The results from Table 3 revealed a collective average total of 99% of the parents understood each item in objective three. The results surpassed the predicted outcome of 75% for objective three based on the data collected from individual survey question items five through eight.

Table 3 shows a combined total of 95% of the parent participants understood the objective. This represents a 60% increase of parent understanding compared to the results of the initial parent survey and a 20% increase from the predicted outcome of 75%.

Table 4 summarizes the results of 323 parent inservice training participants who indicated their understanding of whole language writing strategies from practicum school A, B, C, D and E.

The data for this objective was analyzed from comparing the results from questions nine, ten and eleven on the Initial and Final Parent Surveys in Appendix I.

Table 4.

Whole Language Writing Strategies Survey Results

Item	Initial Responses Yes	No	%	Final Responses Yes	No	%	Total % Understanding
9	8	315	2%	316	7	2%	98%
10	16	307	5%	323	0	0%	100%
11	12	311	4%	323	0	0%	100%
Combined Results:	36	287	11%	316	7	2%	98%

Result percentages are rounded off.

The results from Table 4 reflect that the majority of the parents surpassed the predicted outcome of 75% for this objective. Item nine results indicated a 98% total level of understanding by the parents. Item ten and eleven resulted in a 100% level of understanding for both items.

The combined results for this objective revealed a 98% level of understanding with an overall increase of 87%.

At the end of the second training session, the parents from each school site completed a parent evaluation form (see Appendix J). The following results illustrate that the majority of the parent participants felt that the objectives of the whole language inservice reading program were successfully met.

Table 5.

Parent Inservice Evaluation Results

Item	Excellent	%	Good	%	Fair	%	Poor	%
1	224	69%	97	30%	2	1%	0	0%
2	310	96%	10	3%	3	1%	0	0%
3	309	96%	11	3%	3	1%	0	0%
4	312	96%	9	3%	2	1%	0	0%
5	292	90%	30	9%	1	.3%	0	0%
6	298	92%	22	7%	3	1%	0	0%
7	296	92%	24	7%	3	1%	0	0%
8	304	94%	19	6%	0	0%	0	0%
9	315	97%	6	2%	2	1%	0	0%
10	311	96%	12	4%	0	0%	0	0%

Result percentages are rounded off.

The majority (94%) of the parent participant responses for item eight on the evaluation form, rated the inservice program excellent, and a 6% rating of good overall. There was a 96% excellent rating by the parents who indicated that the activities were helpful and a 4% rating of good for item number ten. There were no poor ratings for any of the items evaluated by the parents from the five practicum schools.

The comments from the initial and final parent surveys and evaluation report were analyzed and summarized into two general areas. The initial and final survey comments revealed that 90% of the parents responded that they wanted more information about the whole language program. The evaluation report comments indicated that the majority (98%) of the parents would like to see the whole language inservice parent training programs continued.

Conclusions

The first objective concerned the acquisition and understanding of whole language listening strategies by the parent participants. This objective was met well over the anticipated predicted outcome summarized in the result section of this practicum. The writer used a variety of whole language listening strategy examples of activities presented for the different elementary grade levels. Whole language listening strategies such as the use of tape recordings, and reading aloud to children stories with predictable patterns, poems and listening to songs provided models of language patterns to help students become more fluent readers.

Barton (1986) suggested that children understand the language much faster than they learn to read. Reading selections can be summarized or paraphrased without reading every word for the child to comprehend the full meaning of the selections.

The conclusions also supported the contention of McCracken and McCracken (1986) who suggested that children go through several adjustments before they master the skill of listening. Once the listening

skill is achieved, then they can effectively communicate.

The second objective was concerned with the parents acquisition and understanding of whole language speaking strategies used to remediate students. This objective was overwhelmingly met over the anticipated outcome. The inservice strategies presented to the parents showed them how children acquire knowledge through listening and speaking. The children were provided with opportunities to learn and use different vocabulary to generate their language needs. The parents were shown how to use charts, cheers, songs and riddles to help children understand the feeling and expression to make the language in stories come alive.

Meek (1982) suggested that the child successfully experience the language when effective communication takes place between the child and others in his environment.

The third objectives also evidenced tremendous success. The parents were introduced to whole language strategies and appropriate materials to help children predict words rhythm and rhyme or repetitive patterns. The parents were encouraged to provide reading experiences that were risk free and allowed the children to join in, read along with parents, ask questions, substitute words and offer comments.

Goodman (1986) suggested books with predictable patterns and content to which the child could relate. The children books are enjoyable to read because of the nature of their repetitive content patterns.

The children were also engaged in extensive listening and speaking experiences through the use of repetition, rhythm, and the use of syntactic patterns.

The fourth and final objective was concerned with helping parents understand the use of whole language writing strategies that are used by the Chapter I program to remediate students and also inservice training about the different strategies they could use at home to help their children. The anticipated outcome for this objective was met well over the predicted level of achievement. The writer had anticipated this objective to be the most difficult of the three, however, the writer was pleasantly surprised at how well the parents understood the strategy concepts that were presented by the writer for this objective.

In order for the children to be successful and have a good appreciation for writing, opportunities should be set aside to make writing a natural part of the children's daily language experience.

The writer introduced the writing process suggested by Booth, Paull and Phenix (1986) which

involved a process for children to adequately share their written experiences with others. The process included plenty of opportunities for the children to construct and arrange the elements of written language logically in print so that the message was understood.

The implication is clear that children will be the ones who suffer without the collaboration of teachers and parents to encourage the importance and enjoyment of reading and writing in every day life. Parents can help children develop a deeper appreciation for reading, writing and a good literature environment with guidance and support from the school. Parents can serve as important role models in guiding their children toward reading success.

In summary, this practicum proved that the development of a whole language inservice reading program provided consistency in the reading program between home and school. By participating in the program, the parents developed a better understanding of how their children learn and how whole language strategies are utilized by Chapter I teachers to remediate and motivate their children to read. The writer intends to share the parent's feedback of the most successful strategies utilized at home with their children at future parent training sessions. The program demonstrated how important the parents are to

the individual reading success of their children as well as to the reading program by reinforcing the partnership between the home and the school.

Recommendations

The writer has five specific recommendations based on the results of this practicum. First, schools with Chapter I programs should provide parent inservice activities designed to acquaint parents with reading materials and methodologies. Second, make available a library of reading books and materials for parent check-out. Third, offer opportunities for parents to understand reading skills at the level their child is working. Fourth, provide reading activities to reinforce skills taught in the classroom. Finally, provide for parental consultation in the planning, implementation and evaluation of the program.

This practicum writer plans to conduct whole language parent inservice reading programs on a regularly scheduled basis at the local school and district levels. Second, design and develop a parent center at the district level for parent training on how to make and use reading reinforcement materials with their children at home. Third, make available to the

parents a library of reading materials, free parent packets of ideas, suggestions and current reading research related to parent involvement. Finally, the writer plans to work with principals and Chapter I teachers to plan parent visits to schools to observe strategies used to remediate their children in the chapter reading classroom.

Dissemination

Plans for dissemination and networking include sharing the results of this practicum with the Chapter I project administrator, program consultants and district resource teachers. Further plans include presenting a brief overview of the practicum results to the Chapter I district parent advisory council composed of parent representatives from each Chapter I school.

The practicum writer plan to visit with local Chapter I school principals and present a brief overview of the practicum results. The practicum results will be shared with Chapter I reading classroom teachers at several scheduled cluster meetings throughout the County.

An overview of the practicum results will be presented in the fall and summer editions of the

Chapter I newsletters that are published biannually. The newsletters are distributed to the elementary department district administrative staff, local Chapter I school principals, teachers and parents.

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APPENDIX A

SURVEY AND NEEDS ASSESSMENT RESULTS
1987-1988

CHAPTER I

SURVEY AND NEEDS ASSESSMENT

1987-1988

INTERVIEW # _____

TELEPHONE # OF RESPONDENTS:

_____ _____
(EXCHANGE) (NUMBER)

Interviewer: _____
Date of Interview: _____
Time Interview Began: _____ AM/PM (Circle one)
Time Interview Ended: _____ Length of Interview:
_____ Minutes

We're conducting a survey to give school officials a general picture of public opinion on the Chapter I program. Your number was chosen at random, and your answers will remain completely confidential. My questions will take about 5 minutes or so. Is this a convenient time for you to help? (If not, make appointment for a call-back.)

	Yes	No
1. Is your child receiving Chapter I services?	___	___
2. What grade is your child in now? ____		
3. Do you understand the purpose of the Chapter I whole language reading program in your child's school?	___	___
4. Have you ever participated in a Chapter I whole language reading workshop?	___	___
5. Have you observed your child during a Chapter I reading lesson?	___	___

6. Do you understand the whole language approach to reading? ___ ___

7. Would you like to participate in a whole language inservice reading program? ___ ___

8. Would you like more information about the whole language approach to reading? ___ ___

If yes, complete the following information:

_____ (Parent's Name)

_____ (Address)

_____ (Child's Name)

_____ (School)

9. What recommendations or comments would you like to offer about the Chapter I "whole language" reading program?

_____

_____

_____

Summary of Results

The summary of the results reflect the opinion of a total of 100 parents interviewed by telephone between September 26 through October 21.

1. Ninety-five (95) percent of the respondents felt that they knew their child was receiving Chapter I services in reading. Three of the respondents (3%) did not know that their child was in the Chapter I program.
2. All of the respondents (100%) knew the current grade level of their child.
3. Two respondents (2%) understood the purpose of the Chapter I whole language reading program in their child's school. Ninety-eight (98%) of the respondents did not know the purpose of the whole language reading program.
4. One hundred of the one hundred respondents (100%) reported that they never participated in a Chapter I whole language workshop.
5. All of the one hundred respondents (100%) responded they had never observed their child during a Chapter I reading lesson.

6. All of the one hundred respondents (100%) responded that they did not understand the whole language approach to reading.
7. One hundred of the one hundred respondents (100%) responded that they would like to participate in a whole language inservice reading program.
8. One hundred of the respondents (100%) responded that they would like more information about the whole language approach to reading.
9. One hundred responents (100%) responded that they did not know enough about the program to make any recommendations. All of the respondents (100%) commented that they wanted more information about the whole language approach to reading and ways that they can help their children at home.

APPENDIX B

PARENT SURVEY AND RESULTS
1986-87

PARENT SURVEY FORM

1986-87

The Chapter I program would like you, the parents of the children in Chapter I schools to provide us with the following information so that we may continue to help your children at home. Your answers to these questions will help us for the Chapter I parent's program next year.

		YES	NO
1.	Do you understand the purpose of the Chapter I program?	____	____
2.	Are you aware of the services provided by the Chapter I parenting department?	____	____
3.	Are you aware that the Chapter I program provides inservice workshops for parents?	____	____
4.	Have you ever attended a Chapter I parenting workshop at your school?	____	____
5.	If you attended, was the workshop helpful?	____	____
6.	Have you ever attended a Chapter I district advisory council meeting?	____	____
7.	If you attended, was the meeting helpful?	____	____
8.	Would you consider serving as a district advisory council representative for your school?	____	____
9.	Do you think the monthly Chapter I calendars with activities for parents are helpful?	____	____

10. Federal regulations permit Chapter I to provide in-service training workshops for Chapter I parents.

Which workshop would you attend? Pick as many as apply.

a. ___ Helping Your Child at Home

b. ___ Understanding the Chapter Math and Reading Programs

c. ___ Make and Take Workshop

11. Can you suggest ways to improve the Chapter I program to better help your child?

_____

_____

_____

SUMMARY OF SURVEY RESULTS

Surveys were mailed to a random sampling of the parents of children who had been served in the Chapter I program during the 1986-1987 school year. There was a 12% response to the 300 surveys.

The following are the survey results:

		YES
1.	Do you understand the purpose of the Chapter I program?	71%
2.	Are you aware of the services provided by the Chapter I parenting department?	47%
3.	Are you aware that the Chapter I program provides inservice workshops for parents?	32%
4.	Have you ever attended a Chapter I parenting workshop at your school?	12%
5.	If you attended, was the workshop helpful?	50%
6.	Have you ever attended a Chapter I District Advisory Council meeting?	15%
7.	If you attended, was the meeting helpful?	60%
8.	Would you consider serving as a district advisory council representative for your school?	32%
9.	Do you think the monthly Chapter I calendars with activities for parents are helpful?	62%

10. Federal regulations permit Chapter I to provide in-service training workshops for Chapter I parents. Which workshop would you attend?

Pick as many as apply.

1.	Helping Your Child at Home	91%
2.	Make and Take Workshop	68%
3.	Understanding the Chapter Math and Reading Programs	35%

SURVEY RESULTS

The following is a list of the survey questions with the results shown as the percentage of parents responding to each question.

1. Sixty-eight percent of the respondents understood the purpose of the Chapter I program, 47% were aware of the services provided by the Chapter I parenting department, and 33% were aware of the inservice workshops provided by Chapter I.

2. Twelve percent of the respondents had attended a Chapter I parenting workshop; 50% of those attending indicated the workshop has been helpful.

3. Fifteen percent of the respondents had attended a Chapter I district advisory council meeting; 60% of those attending found it helpful.

4. Thirty-two percent of the respondents indicated that they would consider serving as a district advisory council representative for their school.

5. Sixty-two percent of the respondents indicated the Chapter I calendars were helpful.

6. Ninety-one percent of the respondents indicated they would attend a workshop on "Helping Your Child at Home," 68% indicated they would attend an "Understanding the Chapter I Math and Reading Programs" workshop, and 68% indicated they would attend a "Make and Take" workshop.

The parent survey also asked for comments and suggestions from the respondents. The respondents indicated the following:

1. Desire to have Chapter I evening sessions so that working parents could attend (3)
2. Requests for more information from Chapter I (2)
3. Need for the regular classroom teacher and the Chapter I teacher to communicate on a regular basis (1)
4. Chapter I interference with the child finishing the regular school work (1)
5. Progress of the child because of Chapter I (1)

APPENDIX C

DISTRICT ADVISORY COUNCIL MINUTES

DISTRICT ADVISORY COUNCIL MINUTES

THURSDAY, MAY 28, 1987

The meeting was opened at 7:05 p.m. with the pledge to the flag.

Following the pledge of allegiance, there was an introduction of the ECIA Chapter I DAC president and the Chapter I district staff.

An overview and a handout was presented stating the purposes and goals met by the Chapter I program for the 1986-87 school year. At the close of the presentation, questions were answered.

The parent resource teacher reported on the state's training seminar and the representatives who attended the seminar.

The Prescription Learning representative gave a slide presentation and overview of the new Chapter I Take-Home-Computer program which will be implemented in the fall of the 1987-88 school year.

A summary of the suggestions compiled from a survey sent to the parents earlier this year was presented.

The rights of Chapter I parent involvement in the consultation of the project and an explanation of parent involvement policies were discussed. A synposis

of the action plan for the ECIA Chapter I program for the county was presented, and parents were asked to provide their input for the 1987-88 project by filling out the survey form.

A video tape of a county school's Chapter I Week activities was shown.

The meeting was adjourned at 8:15 p.m. The parents were invited to select materials displayed for taking home to share with their children.

APPENDIX D

CHAPTER I
PARENT SURVEY AND RESULTS

CHAPTER I
PARENT SURVEY
MAY 28, 1987

After listening to the presentation, I think the offerings of this program are: ____very good ____satisfactory ____poor.

I would like to see the program changed. ____yes ____no.

If I could make changes in the program for reading, I would want to see:

_____

_____

If I could make changes in the math program, I would want to see:

_____

_____

My child (children) attend _____ Elementary School.

Other comments:

_____

_____

_____

_____

(Signature, optional)

SURVEY RESULTS

A total of 12 parent surveys were handed out at the May 28 general public district meeting. A total of 11 (92%) of the parents responded.

1. After listening to the presentation, 11 (92%) of the respondents think that program offerings are very good.
2. Three of the respondents (27%) suggested that they would like to see the program changed.
3. The survey asked for changes in the reading program. Four respondents suggested the following:
   (a) More basic communication skills
   (b) Impressed with the program
   (c) More parent interaction
   (d) Take-Home computer program for the reading
4. There was only one response out of seven that wanted to see changes made in the math program. The comment was: the program should have teachers teaching students rather than tutors.

Other comments:

(a) My daughter was in reading; her CTBS

score improved 22 percent.

(b) The program is really helping my child and has benefited me because of our parental involvement.

(c) This is a great program and my son has been progressing at a great speed.

(d) I would like more communication between Chapter I teacher about my child.

(e) I have not received my calendars mentioned in the presentation, also welcome any suggestions from Chapter I teacher on how to improve my child's math skills.

(f) I would like to assist educationally deprived parents, like the Spanish, who do not understand what is happening to their child in this program.

APPENDIX E

NEEDS ASSESSMENT
OBJECTIVE TEST DATA

NEEDS ASSESSMENT
(Objective Test Data)

DISTRICT Orange

The following objective data are for [X] Reading [ ] Math [ ] Language Arts [ ] Other (Specify)_____

[X] Public Schools [ ] Nonpublic Schools [ ] N or D Institutes

Grade Level Assessed (1)	Number of Students Assessed (2)	SOURCE OF DATA [X] Norm Referenced Test [ ] Other _____ [ ] Criterion Referenced Test (3)	Month, Day and Year of Assessment (4)	[ ] National Norm (Percentiles) [ ] Criterion (Number) (5)	STUDENTS BELOW NORM OR CRITERION Number (6)	Percent (7)
Pre-School						
Kindergarten	6300	Prep Screening	86-87	Preventative	2000	31.7%
First	4147	CTBS (1982), Form U, Level C	4-23-86	50%ile	2360	57%
Second	4078	CTBS (1982), Form U, Level D	4-23-86	50%ile	1935	47%
Third	3648	CTBS (1982), Form U, Level E	4-23-86	50%ile	2232	61%
Fourth	3864	CTBS (1982), Form U, Level F	4-23-86	50%ile	1807	47%
Fifth	4130	CTBS (1982), Form U, Level G	4-23-86	50%ile	2048	50%
Sixth	4007	CTBS (1982), Form U, Level G	4-23-86	50%ile	1972	49%
Seventh	6927	CTBS (1982), Form U, Level H	3-15-86	50%ile	3027	44%
Eighth						
Ninth	6701	CTBS (1982), Form U, Level J	3-15-86	50%ile	2794	42%
Tenth						
Eleventh						

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APPENDIX F

TEACHER OBSERVATION AND STUDENT
EDUCATIONAL PLAN
PREP SCREENING FORM

TEACHER OBSERVATION CHECKLIST AND STUDENT EDUCATIONAL PLAN

NAME _____ TEACHER _____ SCHOOL _____ GRADE 1 DATE _____

CHECK AREAS OF CONCERN		Checks	DATES: Projected Completion	Update	Update	Completion	STUDENT EDUCATIONAL PLAN (SIEP)
MOTOR	Gross motor coordination--jumping, hopping, balancing, skipping						__ Audio-Visual Aids _____ __ Commercial Kit _____ __ Worksheets/Workbooks __ Centers __ Games __ Manipulatives __ Other _____
	Fine motor--cutting, pasting, folding, coloring, pencil grip, drawing, writing						
	Spacing--shapes, numbers, letters, words						
	Copying--book to paper/board to paper						
	Other						
VISUAL	Visual discrimination - matching						__ Audio-Visual Aids _____ __ Commercial Kit _____ __ Worksheets/Workbooks __ Centers __ Games __ Manipulatives __ Other _____
	Visual memory--pictures, letters, words, sentences, numbers, color						
	Reversals/omissions/substitutions						
	Sequencing--pictures, letters, words, sentences, numbers --						
	Omissions in writing/reading						
	Other						
READING	Word attack						__ Audio-Visual Aids _____ __ Commercial Kit _____ __ Worksheets/Workbooks __ Centers __ Games __ Manipulatives __ Other _____
	Vocabulary--verbal, sight						
	Comprehension						
	Other						
LANGUAGE	Personal information--address, phone, parent name						__ Audio-Visual Aids _____ __ Commercial Kit _____ __ Worksheets/Workbooks __ Centers __ Games __ Manipulatives __ Other _____
	Appropriate responses						
	Verbal expression						
	Grammatical structure--oral/written						
	Written expression						
	Other						
AUDITORY	Auditory discrimination--sounds/words						__ Audio-Visual Aids _____ __ Commercial Kit _____ __ Worksheets/Workbooks __ Centers __ Games __ Manipulatives __ Other _____
	Following oral directions						
	Auditory memory--letters, words, sentences, numbers						
	Other						
MATH	Place value						__ Audio-Visual Aids _____ __ Commercial Kit _____ __ Worksheets/Workbooks __ Centers __ Games __ Manipulatives __ Other _____
	Number facts + -						
	Computation + -						
	Problem solving						
	Measurement--calendar, clock, money						
	Other						
SOCIAL EMOTIONAL	Communication with peers/adults						
	Works independently/uses time wisely						
	Participates in activities/withdrawn behavior						
	Disruptive/inappropriate behavior						
	Self-image						
	Attention span						
	Completes work						
	Other						

*Recommended Strategies (check one or more): Enrichment ☐ Developmental ☐ Preventative ☐.

8-4

S/ESEA/III 16

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APPENDIX G

READING-FIRST GRADE
BEHAVIOR CHECKLIST

READING-FIRST GRADE

BEHAVIORAL CHECKLIST

_____ _____ _____

Student Date School

DIRECTIONS

Check behavioral characteristics with which student has difficulty.

____ 1. Copying letters and shapes

____ 2. Matching forms according to size and shape

____ 3. Matching letters

____ 4. Repeating patterns using colors, pictures and shapes

____ 5. Scanning visually left to right

____ 6. Repeating sequence of sounds (verbal and (non-verbal)

____ 7. Stating personal information (name, address, phone number)

____ 8. Distinguishing between real and make-believe

____ 9. Communicating ideas orally

____ 10. Working independently

____ 11. Following directions

____ 12. Recognizing letter name

____ 13. Identifying first, last, top, middle, and bottom

____ 14. Repeating a sentence

____ 15. Retelling story in own words

____ 16. Describing simple objects or experiences

____ 17. Listening attentively

Total number of checks _____

Classroom Teacher's Signature _____

APPENDIX H

CHAPTER I READING
PROGRAM NARRATIVE

PROGRAM NARRATIVE

PUBLIC READING COMPONENT - GRADES ONE, TWO AND FOUR

1. The Chapter I reading program will utilize a limited pull-out design in grade one (1), two (2) and four (4) at each Chapter I school.

2. Students will receive four (4) sessions of approximately thrity-five (35) to forty (40) minutes of instruction per week from a Chapter I teacher except those weeks in which Chapter I staff development activities are scheduled. The five (5) minute variance is to accomodate school schedules.

3. To insure equity of service, students will receive instruction in groups no larger than nine (9).

Grade 1

4. Students who are recommended for PREP preventive strategies as identified by the teacher observation checklist and student educational plan will be further screened by the LEA using the Chapter I Reading Behavioral Checklist. No student will be identified for service after March 1, unless they are new to the district and initially recommended for preventive strategies.

   Repeating students who score up to the 35th percentile on total reading of the Comprehensive Test of Basic Skills (CTBS), given in the spring of 1987, will be served should funds allow to go to that level.

   Repeating students without test scores will be screened for eligibility following the selection procedures as indicated in 4a.

   Repeating students tested with a comparable standardized test within the last twelve months and scoring up to the 35th percentile for total reading will be served should funds allow to go to that level.

Grades 2 and 4

5. Student eligibility for participation will be based on student performance on the annual county-wide testing program. Students tested on the Comprehensive Tests of Basic Skills (CTBS) given in the spring of 1987, will be eligible for Chapter I services if they scored up to the 35th percentile on total reading.

   Repeating students and students new to the county having a comparable score determined by a standardized test given within the last twelve (12) months will be served if they scored up to the 35th percentile on total reading.

   A student placed one grade level below grade assignment in the county adopted basal reading system and not having an approved standardized test score will be administered the appropriate level of the CTBS test by Chapter I personnel. No testing will occur and no student will be identified for service after March 1.

6. Each eligible school will be allocated a Chapter I Reading Teacher. Schools qualifying for more than one teacher will be allocated an additional Reading Teacher.

   The LEA indicate the skills needing instructional remediation for each student using the Chapter I coordination form. Coordination will take place in a conference between the LEA and the Chapter I teacher monthly. The Chapter I teacher(s) will implement the "whole language approach" which integrates the language processes (listening, reading, speaking and writing) utilizing varied instructional strategies.

7. Students will be withdrawn from the program using one of the following procedures:

   a. a written request from the parents

   b. when the student is served by Exceptional Education programs for SLD, EH and/or EMH, Chapter I services will be terminated in the area served by Exceptional Education.

8. The expected mean NCE gain of participants will be a minimum of 3 NCEs between pretest and posttest scores as measured by total reading of the CTBS.

Model A, the norm-referenced model, will be used for the evaluation of Chapter I services.

APPENDIX I

CHAPTER I WHOLE LANGUAGE
INSERVICE READING PROGRAM
INITITAL PARENT SURVEY
AND
FINAL PARENT SURVEY

Chapter I Whole Language

Inservice Reading Program

Initial Parent Survey

1988

This survey is designed to see how well you understand whole language reading strategies listed below.

Please check the appropriate response:	Yes	No
1. Do you understand how whole language listening strategies are used to provide children with listening experiences before reading to build a semantic background?	—	—
2. Do you understand how whole language listening strategies are used to help students listen to stories for specific information?	—	—
3. Do you understand how whole language speaking strategies are used to create speaking situations where children need to use language for different purposes?	—	—
4. Do you understand how whole language speaking strategies are used to help children tell a story and describe		

the characters and actions? — —

5. Do you understand how whole language reading strategies are used to help children use reading as a source of enjoyment? — —

6. Do you understand how whole language reading strategies are used to provide reading material with repeated syntactic patterns and strong context clues? — —

7. Do you understand how whole language reading strategies are used to involve children in shared reading? — —

8. Do you understand how whole language reading strategies are used to provide children with a variety of reading materials to extend stories and poems with further reading? — —

9. Do you understand how whole language writing strategies are used to demonstrate the link between written and spoken language? — —

10. Do you understand how whole language writing is used with the children's own words as environmental print? — —

11. Do you understand how whole language

writing strategies are used to write and make books? __ __

Comments: _____

_____

_____ _____

_____

Chapter I Whole Language

Inservice Reading Program

Final Parent Survey

1988

Your responses to the following survey questions will help determine whether the goals and objectives of the whole language inservice reading program have been achieved.

Please check the appropriate response:	Yes	No
1. Do you understand how whole language listening strategies are used to provide children with listening experiences before reading to build a semantic background?	___	___
2. Do you understand how whole language listening strategies are used to help students listen to stories for specific information?	___	___
3. Do not understand how whole language speaking strategies are used to create speaking situations where children need to use language for different purposes?	___	___
4. Do you understand how whole language		

speaking strategies are used to help children tell a story and describe the characters and actions? — —

5. Do you understand how whole language reading strategies are used to help children use reading as a source of enjoyment? — —

6. Do you understand how whole language reading strategies are used to provide reading material with repeated syntactic patterns and strong context clues? — —

7. Do you understand how whole language reading strategies are used to involve children in shared reading? — —

8. Do you understand how whole language reading strategies are used to provide children with a variety of reading materials to extend stories and poems with further reading? — —

9. Do you understand how whole language writing strategies are used to demonstrate the link between written and spoken language? — —

10. Do you understand how whole language writing is used with the children's

own words as environmental print? ___ ___

11. Do you understand how whole language writing strategies are used to write and make books? ___ ___

Comments: _____

_____

_____

_____

APPENDIX J

PARENT INSERVICE EVALUATION FORM

PARENT INSERVICE EVALUATION FORM

ACTIVITY TITLE: _____

DATE: _____

1 = EXCELLENT

2 = GOOD

3 = FAIR

4 = POOR

---

1. Were the objectives of the whole language strategies clearly defined? 1 2 3 4
2. How would you rate the organization of the strategies presented? 1 2 3 4
3. How would you rate the strategies presented for whole language listening? 1 2 3 4
4. How would you rate the strategies presented for whole language speaking? 1 2 3 4
5. How would you rate the strategies presented for whole language reading? 1 2 3 4
6. How would you rate the strategies presented for whole language writing? 1 2 3 4
7. How would you rate the interest level of the materials presented? 1 2 3 4
8. Were the whole language strategies

presented for the activities helpful? 1 2 3 4

9. Were there sufficient use of whole language strategy examples used to clarify concepts? 1 2 3 4

10. How would you rate this activity overall? 1 2 3 4

Please provide any comments about how this activity might be improved.

APPENDIX K

WEEKLY LOG

SCHOOL _____ ACTIVITY/SESSION _____

WEEK _____

GOAL(S):

SPECIFIC OBJECTIVE(S):

SUCCESSFUL WHOLE LANGUAGE STRATEGIES:

UNSUCCESSFUL WHOLE LANGUAGE STRATEGIES:

COMMENTS AND RECOMMENDATIONS:

STUDENTS:

PARENTS:

TEACHERS:

APPENDIX L

MEETING AGENDAS
AND
SUPPORTING SESSION MATERIALS

Chapter I
Whole Language
Parent Inservice Program

School Site ___

Date: _____
Time: _____

Session One Agenda

I. Welcome and Overview of the Inservice Whole Language Program Objectives

II. Definition of Whole Language

III. Introduction to Whole Language Listening Remediation Strategies

IV. Introduction to Whole Language Speaking Remediation Strategies

V. Ideas for Implementing Whole Language Remediation Strategies at Home

(For more information contact the Chapter I Parenting Office at 422-3200)

Please detach and return to the Chapter I Teacher

_____ Yes, I will attend both sessions.

_____ No, I cannot attend

Chapter I
Whole Language
Parent Inservice Program

School Site ___

Date: _____
Time: _____

Session Two Agenda

I. Welcome and Review of Objectives

II. Review of Whole Language Definitions

III. Introduction to Whole Language Reading Remediation Strategies

IV. Introduction to Whole Language Writing Remediation Strategies

V. Ideas for Implementing Whole Language Remediation Strategies at Home

VI. Evaluation

CHAPTER I

WHOLE LANGUAGE

PARENT INSERVICE PROGRAM

SIGN-IN SHEET

SCHOOL _____ DATES _____/_____

NAME	Session One	Session Two
_____	____	____
_____	____	____
_____		____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____
_____	____	____

Chapter I Whole Language

Parent Inservice Overview

Introduction:

The whole language program is one in which reading, writing, listening, talking and thinking are integrated in a stimulating natural language learning environment.

Elements of the Whole Language Program

I. Reading to Children

A. Remedial teaching strategies

1. Introduction of different forms of literary writings to include:

a. Realistic fiction

b. Fantasy

c. Traditional tales

d. Biography

e. Historical fiction

f. Science fiction

g. Poetry and chants

h. Non-fiction

i. Plays

2. Reading aloud to Children

a. Reading aloud to children to introduce the following:

a. Topic

b. Theme

c. Story

d. Author

e. Illustrator

II. Shared book experiences

A. Remedial Teaching Strategies

1. Depending on the grade level shared book experience are used to:

a. Introduce children to reading

b. Enjoy a highly predictable story

c. Introduce an author

d. Introduce a topic or theme

e. Have some fun with the language

2. Re-reading of stories, rhyme or poems provide opportunities for children to:

a. Participate in the reading

b. Relive an enjoyed story

c. Recall vocabulary, ideas, and information

d. Practice presentation in a variety of ways.

3. Responding to shared book experience

may include:

a. Discussion

b. Art and craft

c. Writing

d. Further reading

e. Research

f. Drama

g. Listening to audio cassettes

III. Guided Reading

A. Remedial teaching strategies

1. The teacher should be a participant and a model for discussion. Demonstrations may include:

a. How to ask questions (including higher order questions)

b. How to interact with others

c. How to listen attentively

d. How to react to other people's opinions

e. How to seek clarification

2. Discussion for guided reading are those that:

a. Are open-ended

b. Require the children to relate the text to their own experience

c. Require the children to think

d. Help children make the connections previous knowledge.

e. Require opinion

f. Deal with emotions and attitudes

IV. Language Experience

A. Planned remedial semantic and language strategies

1. Language experiences typically follows these steps:

a. Provide or exploit a concrete experience which will stimulate interest and discussion.

b. Allow the children to talk informally about the experience.

c. Guide the discussion, eliciting impressions, comments, retelling, opinions, feelings, and so on.

d. Solicit sentences about the experience. Record these by scribing for the children, using an audio cassette, or letting them write for themselves. (more able children may scribe for their peers.)

e. Publish, once the children are satisfied with the text of the

language experience story. Invite the children to illustrate the story.

f. Re-read the publish story to or with the children.

g. Reproduce the story for the children to read independently.

V. Children's own writing

A. Writing is taught as a process

1. The writing process involves thinking, talking, and reading as well as writing itself. The steps in the writing process include:

a. Prewriting

b. Draft writing

c. Revising and editing

d. Product and publication

e. Readers' response

2. Modeling writing strategies may be used to include:

a. a variety of writing

b. ways to get started

c. adding details

d. how to end a piece

e. Spelling strategies

f. Punctuation

g. Grammar

h. How to design and lay out a book

This training outline overview was adapted from:
Butler, A. (1988). The elements of the whole language program. Crystal Lake, IL: Rigby.

Definition of Whole Language

Session One

The whole language approach provide opportunities for children to experience a variety of language activities that include listening, speaking, reading and writing. The whole language approach addresses the individual needs of each child, while allowing the child to participate and share in the language environment. Children begin their reading experiences with large units of meaning. They move from experiencing and responding to each literature selection as a whole, to looking at specific sentences, words, and letters. Children encounter new words and sentence structures in the meaningful context of stories and poems before dealing with them in isolation.

Chapter I

Whole Language

Parent Inservice Training

Session One

I. Whole Language Listening Strategies

A. Remediation strategies include having children listen to stories, poetry, chants, plays and songs in order to do any or all of the following activities:

1. Listen to a story, poem, songs and chants to identify bits of information from the selection.
2. Listen to and identify important details heard in a reading selection.
3. Listen and identify the conclusions heard in a reading selection.
4. Listen to and summarize or retell the sequence of a reading selection.
5. Identify differences between fact and opinion.
6. Separate fact and feelings
7. Identify the main idea of a selection
8. Listen for enjoyment
9. Listen to follow directions

10. Follow along or read a story while listening to a tape.
11. Identify characters in a story
12. Noting rhythm and rhyme
13. Noting syntactic patterns
14. classify and reconstructing
15. Listen to the reading or speaking of jingles, poetry, and prose from writings of pupils, children's classics, and appropriate adult literature and discuss personal reaction to descriptive words and phrases.
16. Listen to the reading and presentation of prose and poetry; identify the figurative language and the mood created by descriptive words.

Chapter I

Whole Language

Parent Inservice Training

Session One

II. Whole Language Speaking Strategies

A. The following remedial speaking strategies include effective ways for children to read the text aloud:

1. Organize and present a description of an event, object, or place using action, emotion, and sensory experience words.
2. Dictate an experience story
3. Use of personal vocabulary
4. Describe places and people who live there
5. Tell story with characters and action
6. Give one sentence description of a sensory action or general emotional feeling or experience using one or more descriptive words.
7. Using different modes (conversation, discussion, interviewing, making announcements, giving directions, storytelling, reporting).
8. Projecting the experiences of others

9. Relating a sequence of events.
10. Provide opportunities after the reading to discuss characters that are essential to establish the mood, background, plot and theme of the story.

Ideas for Implementing Whole Language

Remediation Strategies at Home

Session One

1. Encourage your child to ask and answer questions. Talk and listen about his/her interests. Help develop your child's vocabulary with good language experiences through talking and listening.
2. Read to and with your child everyday. Help your child experience the joy and magic of reading.
3. Provide opportunities for your child to communicate through written language. Show the child different ways he/she can use written language to convey meaning.
4. Help your child organize his/her writing skills through the use of his/her own language experiences and interests.
5. Encourage and support your child's strengths and provide appropriate reinforcement for his/her weaknesses.

Poem Transformations

Transformations of poetry provide opportunities for children to analyze literary structures of original poems and substitute their own words based on predictble and repetitive language patterns.

The children develop familiarity with language patterns in poems and link the spoken language with the written language by using semantic and syntactic cues. The children utilize prior knowledge and personal language experiences to create their poem transformations.

Pattern-Rhyme Book List

Good-night Moon by Margaret Wise Brown
I Can't Said the Ant by Polly Cameron
What Can You Do With a Shoe? by Beatrice DeRegniers
Drummer Hoff by Barbara Emberly
Mary Had a Little Lamb by Sara Josepha Hale
Bears by Ruth Krauss
The Gingerbread Man by Lucky Book Club
Up and Down the Escalator by Bill Martin, Jr.
Is That a Happy Hippotamus by Sean Morrison
A Bug in a Jug by Gloria Patrick
Humpty Dumpty by Rodney Peppe
Mother Hubbard by Alice and Martin Provenson
Jack and Jill by Ed Southgate
The Crooked Man Blue Star Series
Round is a Pancake by Joan Sullivan

B. These books contain predictable patterns:

Benjamin and the Box by Alan Baker
A My Name is Alice by Jane Bayer
The Cupboard by John Burningham
My Gumpy's Outing. Holt, Rinehart and Winston
Flicks by Tomie DePaola
The Knights and the Dragon. G.P., Putnam's Sons
Pancakes for Breakfast. Harcourt Brace and Jovanovich
The Snowy Day by Ezra Jack Keats
My Book by Ron Marris
What Can you Do With a Pocket by Eve Merriam
The Day Jimmy's Boa Ate the Wash by Trinka Hakes Noble
Moonlight by Jan Ormerod
Sunshine. Puffin Books
The Critter Race by Bob Reese
How Far Will a Rubber Band Stretch by Mike Thaler

Adapted from:
Hetzel, J. and Manning, J. (1985, Sept). Putting our heroes to work in the classroom. Presented at the Chapter I Teacher Inservice Meeting, Orlando, FL.

Review of Objectives

Session Two

The whole language program is one in which reading, writing, listening, talking and thinking are integrated in a stimulating natural language learning environment.

Session one provided parents with information that covered activities for the following objective topics:

1. Introduction to Whole Language Listening Remediation Strategies
2. Introduction to Whole Language Speaking Remediation Strategies
3. Ideas for Implementing Whole Language Strategies at Home

The following topic objectives were introduced and discussed for Session two:

1. Introduction to Whole Language Reading Remediation Strategies
2. Introduction to Whole Language Writing Strategies
3. Ideas for Implementing Whole Language Strategies at Home

Review of the Whole Language Definition

Session Two

The parents in session two were provided with the following review of the whole language definition presented in session one:

The whole language approach provide opportunities for children to experience a variety of language activities that include listening, speaking, reading and writing. The whole language approach addresses the individual needs of each child, while allowing the child to participate and share in the language environment. Children begin their reading experiences with large units of meaning. They move from experiencing and responding to each literature selection as a whole, to looking at specific sentences, words, and letters. Children encounter new words and sentence structures in the meaningful context of stories and poems before dealing with them in isolation.

Chapter I

Whole Language

Parent Inservice Training

Session Two

I. Whole Language Reading Strategies

A. Children should have the opportunities to select books of interest to them at a reading level which they feel comfortable. Remedial reading strategies could include:

1. Read back an experience story.
2. Find statements and paragraphs about personal experiences.
3. Read the character and place details.
4. Read and analyze a story with characters and action.
5. Read sentences or brief poems describing a sensory action, or emotional feeling or experience using one or more descriptive words.
6. Read jingles, poetry, and prose descriptions and include those written by peers.
7. Read to locate descriptive words, phrases and sentences.

8. Read descriptive prose and poetry from pupils' writing, children's classics, and appropriate adult literature and identify the kind of description that appears in each.
9. Read to identify figurative language and other descriptive words that create mood.
10. Reading to confirm or revise predictions, supporting their judgment through reference to text.

Chapter I

Whole Language

Parent Inservice Training

Session Two

II. Whole Language Writing Strategies

A. Remedial writing provide opportunities for personal writing selected and controlled by the children, and specific writing tasks set by the teacher.

Remedial writing strategies may include the following:

1. Write (spell) common words
2. Write sentences with initial and final period or question mark.
3. Write descriptions of people and places.
4. Write short story with characters and action.
5. Write one sentence or brief poem describing a sensory action or emotional feeling or experience using one or more descriptive words.
6. Write three or more sentences describing a scene, place, object or event using

action, emotion, and sensory words.

7. Write one or more descriptive paragraphs or poetic verses using a reporter guide for an event using specific and expressive verbs, adjectives, and adverbs.
8. Organize and write more than one paragraph or poetic verse describing an object, person, or event using figurative language and certain descriptive words to create mood.
9. Function writing that encourage children to use writing in everyday situations such as diaries, letters, lists, schedules, notes, and gathering information.
10. Children demonstrate the importance of writing for self by writing regularly in a journal on topics of personal choice and significance. These writings may remain private or be shared.
11. Publishing or reproducing children's written work so it is available for others to read. The final form may be a book, newspaper, poster magazine, newsletter, greeting cards.
12. Write and follow directions for simple activities such as crafts, games, and

cooking recipes.

13. Write stories for wordless picture books.
14. Expand the children's awareness of relationship between writer and reader through written conversation. Conversation takes place as partners take turns reading and then writing a response.

Ideas for Implementing Whole

Language Strategis at Home

Session Two

Parent Reading Involvement

Goal: To help children love books and make reading easy, natural, and exciting.

I. Strategies and Activities for Stories

A. Reading to Children
B. Reading with Children
C. Reading by Children

II. Use real books to introduce young children to reading

A. Natural Language text
B. High interest content
C. Pattern through rhyme, rhythm, and repetition
D. Illustrations that support the text.
E. Variety of genre, shape; and literary styles

III. Glossary of Stratgies

A. Pattern Books: Share books that make repeated use of language. The repetition of a pattern make the book highly predictable.

B. Predictable Books: Books that encourage readers to take risks in predicting the upcoming text because they are highly repetitive or make use of rhyme.

C. Wordless Books: Child create text, orally or written, to accompany the sequence of pictures.

D. Read-Aloud Books: Parents read aloud children ranging from picture books to novels.

Treasury of Read-Aloud Picture Books

The Adventures of Paddy Pork (Pre S-2) by John S. Goodall

Amelia Bedelia (K-4) by Peggy Parish

Bedtime for Frances (Pre S-2) by Russell Hoban

Bennet Cerf's Book of Animal Riddles (Pre S-2) by Bennett Cerf

Blueberries for Sal (Tod - K) by Robert McCloskey

The Carrot Seed (Tod -Pre S) by Ruth Krauss

The Complete Adventures of Peter Rabbit (Tod-1) by Beatrix Potter

Corduroy (Tod-2) by Don Freeman

Crow Boy (K-4) by Taro Yashima

Curious George (Pre. S-1) by H.A. Rey

Don't Forget the Bacon (K-5) by Pat Hutchins

East of the Sun and West of The Moon (K-5) by Mercer Meyer

Fair Is Fair (K-5) by Leon Garfield

Frog and Toad Are Friends (Pre. S-2) by Arnold Lobel

The Giving Tree (K-5) by Shel Silverstein

Goodnight Moon (Tod.-Pre S) by Margaret Wise Brown

Hans Andersen-His Classic Fairy Tales (K and up) translated by Erik Haugaard

Household Stories of the Brothers Grimm (K and up) translated by Lucy Crane

If I Ran the Zoo (Pre. S-) by Dr. Seuss

Ira Sleeps Over (K-6) by Bernard Waber

The Little Engine That Could (Pre. S-2) by Watty Piper

The Little House (Pre. S-3) by Virginia Lee Burton

Little Tim and The Brave Sea Captain (Pre. S-3) by Edward Ardizzore

Madeline (Pre. S-2) by Ludwig Bemelmans

Make Way for Ducklings (Pre. S-2) by Robert McCloskey

Adapted from:

Trelease, J. (1985). The read-aloud handbook (3rd ed.). New York: Penguin Books.